

# **U.S. Department of Education**

Washington, D.C. 20202-5335



## **Office of Special Education Programs FY 2011 Grant Performance Reports for Continuation Funding**

**CFDA # 84.323A**

**PR/Award # H323A110008**

**Budget Period # 1**

**Report Type: Annual Performance**

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U.S. Department of Education  
Grant Performance Report Cover Sheet (ED 524B)

*Check only one box per Program Office instructions.*  
☒ **Annual Performance Report**    ☐ **Final Performance Report**

**General Information**1. PR/Award #: **H323A110008**

(Block 5 of the Grant Award Notification - 11 Characters.)

2. Grantee NCES ID#: 23

(See instructions. Up to 12 Characters.)

3. Project Title: State Personnel Development Grants

(Enter the same title as on the approved application.)

4. Grantee Name (Block 1 of the Grant Award Notification.): EDUCATION, MAINE DEPARTMENT OF

5. Grantee Address (See instructions.) 111 SEWALL ST, 23 State House Station

City: AUGUSTA State: ME Zip: 04333 Zip+4: 0023

6. Project Director (See instructions.)

First Name:

Janice

Phone #:

2076246676

Last Name:

Breton

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2076246651

Title:

Project Director

Email Address:

Janice.Breton@maine.gov

**Reporting Period Information** (See instructions.)

7. Reporting Period: From: 10/01/2011 To: 02/29/2012 (mm/dd/yyyy)

**Budget Expenditures** (To be completed by your Business Office. See instructions. Also see Section B.)

## 8. Budget Expenditures

	Federal Grant Funds	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period	0	0
b. Current Budget Period	9,593	0
c. Entire Project Period (For Final Performance Reports only)	0	0

**Indirect Cost Information** (To be completed by your Business Office. See instructions.)

## 9. Indirect Costs

a. Are you claiming indirect costs under this grant?

☒ Yes ☐ No

b. If yes, do you have an Indirect Cost Rate Agreement approved by the

☒ Yes ☐ No

Federal government?

c. If yes, provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2011 To: 06/30/2012 (mm/dd/yyyy)

Approving Federal agency:

☒ ED ☐ Other

(Please specify):

Type of Rate (For Final Performance Reports

☐ Provisional ☐ Final ☐ Other

(Please specify):

Only):

d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that :

☐ Is included in your approved Indirect Cost Rate Agreement? ☐ Complies with 34 CFR 76.564(c)(2)?**Human Subjects (Annual Institutional Review Board (IRB) Certification)** (See instructions.)10. Is the annual certification of Institutional Review Board (IRB) approval attached? ☐ Yes ☒ No ☐ N/A**Performance Measures Status and Certification** (See instructions.)

## 11. Performance Measures Status

a. Are complete data on performance measures for the current budget period included in the Project Status Chart? ☐ Yes ☒ No

b. If no, when will the data be available and submitted to the Department? 05/04/2013 (mm/dd/yyyy)

12. To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Name of Authorized Representative: Stephen L Bowen

Title: Commissioner of Education

Signature:

Date:

**Grant Performance Report (ED 524B) Executive Summary Attachment:**

Title : Executive Summary



### **Maine State Personnel Development Grant (SPDG) – Year One (Plus 2006 Carryover funds)**

From the award date in October 2011 through February 29, 2012, the Maine Department of Education (SDE), Special Education Services (SES) initiated the work of Absolute Priority 1, that includes: State Personnel Development Plan; partnerships; and use of funds; and Absolute Priority 2, that includes: yearly Project Directors meeting; support for the SigNetwork website; maintenance of a website that includes relevant information; and professional development for implementing the Common Core State Standards. In an effort to provide oversight and implementation of each goal and its objectives, a project coordinator was contracted January 10, 2012. The project coordinator serves as the liaison to all proposed partners, each goal's task force, the external evaluator, the SPDG Administrative Management Team, the SPDG Project Director, and the OSEP contact as well as ensures compliance with all reporting requirements.

#### **Highlights of the project goals:**

**Goal 1:** Increase the percentages of highly qualified special education teachers and related services personnel employed in the state.

The primary focus of the first six months of the SPDG have been on laying the groundwork for special education teacher and related services personnel preparation, retention and professional development. An emphasis has been placed on ensuring that carryover funds from Maine's 2006 SPDG complimented and dovetailed with the intent of SPDG 2011's Goal 1. Strategy 1.1.1 has been realized and a Goal 1 task force (comprised of IHE representatives, special education directors and teachers, related service providers and MDOE personnel) has been established for the following:

- Gathering of data (Strategy 1.1.1),
- Developing and implementing of a systemic statewide plan addressing pre-service preparation (Objective 1.1 and Strategy 1.1.2), employment of (Objective 1.1) and retention of highly qualified special education and related services personnel employed in the State of Maine (Objective 1.3);
- Increasing the numbers of teachers of the blind and visually impaired and orientation and mobility specialists (Objective 1.2);
- Increasing the qualifications of personnel serving children with autism (Objective 1.4); and
- Developing a process for candidate scholars, which was initiated March 2012.

**The extent to which the expected outcomes were achieved:** To date, the Goal 1 task force has been established (Strategy 1.1.1) and continues to work to develop a statewide plan that will initially and specifically target not fully qualified special education teachers in nine out of sixteen counties in the State. Furthermore, additional pre-service preparation and PD opportunities are being designed with planned implementation starting May 2012 through 2016 and will be supported through SPDG 2006 carryover funds and current SPDG 2011 funds for tuition, books and fees (Strategy 1.1.2 and Strategy 1.1.3). Forty candidates are being targeted for college course work during the summer and fall of 2012. Planning sessions have been scheduled with the IHE to develop an in-state training program for blind and visually impaired teachers and orientation and mobility specialists (Strategy 1.2.1).

**Contributions to research:** None to date, but it is anticipated that retention and recruitment activities will result in contributions to research in this area.

**Contributions to knowledge:** To date the task force has a broadened understanding of the complexities and a realization of the need for a systemic statewide plan based on the new knowledge gained about statewide support or coordination between the State Certification Office, IHEs and SAUs regarding pre-service practices, their inconsistencies and lack of strategic recruitment, retention and professional development opportunities.

**Contributions to practice:** Currently, contribution to practice is unknown as the project is in its inception.

**Contributions to policy:** Currently, contribution to policy is unknown as the project is in its inception.

**Goal 2:** Increase the percentages of SAUS that improve LRE rates for children with disabilities, ages three-20, and the progress of children with disabilities in the general curriculum (IDEA Indicator B5).

**The extent to which the expected outcomes were achieved:** Work towards Goal 2 has been initiated through the MDOE Performance Partnership in readiness for SPDG year two's work (Strategy 2.1.1). Goal 2 representative stakeholders (Strategy 2.1.1) held their first meeting in April 2012 to begin preliminary work in developing a statewide plan to improve LRE rates for children with disabilities ages three-20. Representative stakeholders and SPDG partners will initiate a review of current research and evidence-based PD strategies to develop individual SAU plans for implementation of Goal 2 and its objectives. They will be focusing on designing a comprehensive PD/TA plan to improve LRE rates and the performance of children with disabilities.

**Contributions to research:** None to date, but it is anticipated that specific PD activities will result in contributions to research in this area.

**Contributions to knowledge:** Currently, contribution to knowledge is unknown as the project is in its inception.

**Contributions to practice:** Currently, contribution to practice is unknown as the project is in its inception.

**Contributions to policy:** Currently, contribution to policy is unknown as the project is in its inception.

**Goal 3:** Increase educator's knowledge and instructional usage of the Common Core State Standards (CCSS) in English-language arts and mathematics for children with disabilities.

**The extent to which the expected outcomes were achieved:** MDOE SES has coordinated with SED's PK-12 activities and ongoing PD activities to implement the CCSS. In addition, contact and commitments are progressing between the MDOE SES and SAUs that are currently implementing the CCSS in the general and special education classrooms (Strategy 3.1.1) to begin discussions towards the design and construction of a statewide plan to provide PD towards aligning IEPs with the CCSS in English-language arts and mathematics (Strategy 3.1.2). Over the life of the grant, this task force will be targeting 18 SAUs in the State that are committed to standards-based instruction.

**Contributions to research:** None to date, but it is anticipated that statewide PD activities will result in contributions to research in this area.

**Contributions to knowledge:** Currently, contribution to knowledge is unknown as the project is in its inception.

**Contributions to practice:** Currently, contribution to practice is unknown as the project is in its inception.

**Contributions to policy:** Currently, contribution to policy is unknown as the project is in its inception.

**Goal 4:** Increase the percentages of children, age birth-two, receiving timely evidence-based early intervention services in their natural environments by qualified personnel (IDEA Indicators C1, C2, C3 and C7).

**The extent to which the expected outcomes were achieved:** The focus on Goal 4 has been specific to developing PD plans to be implemented on evidence-based early intervention (Strategy 4.1.1) and to support timeliness of service (C1), settings (C2), outcomes (C3) and timeliness (C7) (Strategy 4.2.1). The Child Development Services (CDS) Training Committee has been tasked with the work of developing the PD plans. The Committee recently changed their name to the Part C Professional Development Committee. The intent is to begin implementation in June 2012 with a two-day statewide conference that will bring together Part C staff from all regions in the State.

**Contributions to research:** None to date, but it is anticipated that statewide PD activities will result in contributions to research in this area.

**Contributions to knowledge:** Currently, contribution to knowledge is unknown as the project is in its inception.

**Contributions to practice:** Currently, contribution to practice is unknown as the project is in its inception.

**Contributions to policy:** Currently, contribution to policy is unknown as the project is in its inception.

**Goal 5:** Increase the percentages of SAU special education and related services personnel who can develop and implement effective, compliant transition plans and activities within timeliness (IDEA Indicators B12, B13, and C8).

**The extent to which the expected outcomes were achieved:** In coordination with Maine Department of Vocational Rehabilitation (DVR) and MDOE, the Goal 5 Task Force for Effective Transition Planning was established (Objective 5.2 and Strategy 5.2.1). This task force is in the initial stages of designing a sustainable statewide comprehensive PD plan to improve the percentages of SAUs that are in compliance with IDEA Indicator B13 (Objective 5.1.). In addition, the PTI is a critical partner and is instrumental in ensuring that parents' roles and involvement in transition planning are a strong component of the planning process (Objective 5.4 and Strategy 5.4.1). Statewide stakeholders comprised of state agencies, SAUs and partner groups have devised a plan that will provide the comprehensive PD designed to improve the percentages of SAUs that are in compliance with IDEA Indicator B13 and will develop effective transition plans for children with disabilities from 9<sup>th</sup> grade to post-secondary education/employment as targeted in Goal 5. Specifically, coordination with the DVR has and will continue to be integral in the design, development and implementation of PD activities for effective transition planning for children with disabilities. A timeline has been established with an initial kick-off, in the form of a field forum, scheduled for May 2012. Performance measures have been established for each objective.

**Contributions to research:** None to date, but it is anticipated that statewide PD activities will result in contributions to research in this area.

**Contributions to knowledge:** Currently, contribution to knowledge is unknown as the project is in its inception.

**Contributions to practice:** Currently, contribution to practice is unknown as the project is in its inception.

**Contributions to policy:** Currently, contribution to policy is unknown as the project is in its inception.

**Overall specific performance measures achieved:** This report covers the first six months of the five year SPDG 2011 Plan and carryover funds from SPDG 2006. To date there has been a strategic focus on building a solid foundation for each goal through the development of a task force. The work of each task force has been to denote the intent of each goal and its objectives, outline the scope of work in relationship to each objective's timeline and identify resources, needs and gaps. Goal 1: Objective 1 is ready to initiate the first step in gathering data and the development of a sustainable and systemic statewide plan addressing preparation and employment of certified personnel. In addition, we have expanded to reach out to not only the initially targeted counties, but to ten out of the state's sixteen counties. IHEs from the University of Maine system have agreed to work in partnership with each of the six University campuses to ensure equitable access and development of special education course work, retention practices and supports (Strategy 1.1.1). MDOE has developed a management system to support access to tuition, books and fees for special education teachers and related services personnel who do not have access to other financial resources (Strategy 1.1.3).

To date, evaluation activities have focused on several complementary efforts aimed at establishing a solid and well-grounded evaluation process for the SPDG grant. First, we have been closely reviewing all goals, objectives, and performance measures, as well as Grant Performance Report Act (GPRA)-related measures,

in order to precisely operationalize each one. As part of this we are identifying all of the necessary data elements required to report on each measure, as well as the reporting source and partner. We have reviewed the list with OIT personnel in the Maine Department of Education in order to determine which data elements can be obtained from existing data sources, as well as new data sources that are anticipated to be launched in the near future. We have also developed a plan for obtaining higher education data (e.g., enrollment, grades, etc.) directly from the University of Maine System through existing collaborations between the evaluator (the *Center for Research and Evaluation*, or CRE) and the University System offices. Remaining data will be gathered directly from teachers, principals, and professional development trainers. The CRE has reallocated personnel time for developing the web-based evaluation data system, has purchased necessary servers and firewalls, developed an updated design model that will incorporate additional capacity and functionality that was not included in the original proposal, and is developing the user-interface template. Finally, while not included in the original grant application, we should note that as further commitment to this project, the Director of the CRE, Craig Mason, PhD, has offered to contribute his time and effort as an in-kind contribution to the SPDG grant.

*Please see the attached SPDG Grant Activity Log.*





U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart

PR/Award #: H323A110008

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

1 . **Project Objective** ☐ Check if this is a status update for the previous budget period.

Projects use evidence-based professional development (PD) practices to support the attainment of identified competencies.

1a . Performance Measure	Measure Type	Quantitative Data					
By the end of year two of SPDG funding the autism professional development initiative 50% of evidence-based PD components will score 3 or 4 (per the rubric).	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			8 / 16	50		999 / 999	100
1b . Performance Measure	Measure Type	Quantitative Data					
By the end of year two of SPDG funding the SPDG coordinated comprehensive PD for secondary transition 50% of evidence-based PD components will score 3 or 4.	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			8 / 16	50		999 / 999	100
1c . Performance Measure	Measure Type	Quantitative Data					
By the end of year two of SPDG funding for Part C Primary Approach to Teaming related PD, all CDS sites will score 3 or 4 of the primary coach competencies demonstrating a 50% increase in their knowledge and implementation of the to be developed Primary Approach to Teaming Implementation Rubric.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			8 / 16	50		999 / 999	100

**Explanation of Progress (Include Qualitative Data and Data Collection Information)**

1a.--1c. Program Measure 1: Projects use evidence-based professional development practices to support the attainment of identified competencies. See 3 attached worksheets for detailed information about the evidence-based practices used for these initiatives. The Maine SPDG has six initiatives by which we will provide evidence-based professional development to support the attainment of identified competencies (the autism initiative, Part C to Part B transition initiative, secondary transition initiative, LRE initiative, and CCSS initiative, and the Part C Primary Approach to Teaming initiative). We have engaged in these initiatives for six months. The Maine SPDG has worked with our Project Officer and we have determined that we will report on the autism initiative, the secondary transition initiative and the Part C Primary Approach to Teaming initiative. Because the SPDG evidence-based professional development components are newly developed, our project is still in the process of changing our professional development practices for all of our initiatives. In the descriptions for each initiative we will describe the components that we will focus on implementing in the coming year. This year's outcomes for Program Measure 1 are described below: 1a. Autism Initiative: Components in place (Alphas correspond with the evidence-based professional development

components Worksheet): A(1). Clear expectations are developed and will be provided for trainer and for the people who provide follow-up to training; B(1). Accountability for delivery and quality monitoring of training is developed; B(2). Adult learning principles are used; and B(4). Outcome data are collected and analyzed (pre and post testing) of participant knowledge and skills. D(1). Accountability for fidelity measurement and reporting system will be made clear and will be implemented. As of February 29th, the SPDG has discussed autism evidence-based practice needs in the State, identified Dr. Cathy Pratt, BCBA-D, Director of the Indiana Resource Center for Autism, as a resource and possible consultant/trainer/coach/partner and will continue to flesh out the specifics of how to increase the qualifications of personnel currently serving children, birth to 20, with autism by promoting the use of evidence-based practices. Maine SPDG will initiate evidence-based practices PD for autism teams working in targeted public schools in Maine. Components we will focus on implementing in the coming year. B(2): Adult learning principles used; B(3): Training is skilled based; B(5) Trainers are trained, coached and observed. Data are used to improve trainer skills and the content of trainings; and D(1): Accountability for fidelity measurement and reporting system is clear. Help needed from OSEP related to professional development for this initiative: More assistance with performance monitoring expectations and Trainer Training Manual samples. 1b. Secondary Transition Initiative: Components in place: A(1). Clear expectations are developed and will be provided for PD participants. Schools, SAUs, or other partners agree to provide the necessary resources, supports and facilitative administration for the participants; A(2). Clear expectations are provided for trainers and for the people who provide follow-up to training; C(1). Accountability for development and monitoring of quality and timeliness of coaching services is clear and this includes using data to give feedback to coaches; C(2). Each coach will use multiple sources of information in order to provide assistive feedback to those being coached and also provide appropriate instruction or modeling; D(3). Implementation and student outcome data are shared regularly with stakeholders at multiple levels; D(4). Goals are created with benchmarks for implementation and student outcome data, and plans are in place to share and celebrate successes; D(5). Participants are instructed in how to provide data to the SPDG project Coordinator; E(2). Leadership analyzes feedback from staff and makes changes to alleviate barriers and facilitate implementation, including revising policies and procedures to support a new way of working. Components we will focus on implementing in the coming year: B(2). Adult learning principles are used; B(3). Training is skill-based; and B(5). Trainers are trained, coached, and observed. Data are used to improve trainer skills and the content of trainings. Help needed from OSEP related to professional development for this initiative: Changing current practice to preferred practice for systems that are resistant and/or refusing change and sample PD Trainer Manual. 1c. Part C Primary Coach Approach to Teaming: A(2) Clear expectations are developed and will be provided for trainers and for the people who provide follow-up to training; B(2). Adult learning principles are used; B(3). Training is skill-based; C(1). Accountability for development and monitoring of quality and timeliness of coaching services is clear; C(2). Coaches use multiple sources of information in order to provide assistive feedback to those being coached and also provide appropriate instruction or modeling. D(3). Implementation and student outcome data are shared regularly with stakeholders at multiple levels; D(5). Participants are instructed in how to provide data to the SPDG project coordinator; and E(1). Site administrators are trained appropriately on the SPDG-supported practices and have knowledge of how to support its implementation. Components we will focus on implementing in the coming year. B(2): Adult learning principles used; B(3): Training is skilled based; B(5) Trainers are trained, coached and observed. Data are used to improve trainer skills and the content of trainings; and D(1): Accountability for fidelity measurement and reporting system is clear. Help needed from OSEP related to professional development for this initiative: None at this time.



U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart

PR/Award #: H323A110008

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

2 . **Project Objective** ☐ Check if this is a status update for the previous budget period.

Participants in SPDG PD demonstrate improvement in implementation of SPDG-supported practices over time.

2a . Performance Measure	Measure Type	Quantitative Data					
After two years of training, 50% of the SPDG-funded autism-targeted teams will receive a score of 75% or better on a to-be-developed autism evidence-based practices implementation rubric.	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			3 / 6	50		999 / 999	100
2b . Performance Measure	Measure Type	Quantitative Data					
By the end of year two, 12 SAUs will complete SPDG-funded transition planning training.	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			12 / 12	100		999 / 999	100
2c . Performance Measure	Measure Type	Quantitative Data					
By the end of year two of SPDG funding for Part C Primary Coach Approach to Teaming -related PD, 50% of CDS sites will demonstrate 50 % increase in their knowledge and implementation of the Early Intervention Model /coaching.	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			5 / 9	56		999 / 999	100

**Explanation of Progress (Include Qualitative Data and Data Collection Information)**

2a-2c. Participants in SPDG professional development demonstrate improvement in implementation of SPDG-supported practices over time. We are reporting on the same initiatives we are reporting on for Program Measure 1. This year's outcomes for Program Measure 2 are described below: 2a. Autism Initiative: Project Measure: Six autism targeted teams will participate in SPDG funded activities. Maine is in negotiations with Dr. Deborah Rook Ellis at the University of Maine (Orono campus) and Dr. Cathy Pratt Director, of the Indiana Resource Center for Autism six days of training (three two-day training sessions) for teams that represent special education SAUs. Members of the teams could include general and special educators, related services staff, and general and special education administrators. Parents will also be encouraged to attend. Each team will be asked to focus on students in their district for the purposes of collecting data, implementing evidence-based practices, and measuring outcomes. In addition, we will be challenging participants to consider how these strategies can be implemented for other students and taken school-wide. These practices will complement PBIS and RTI initiatives underway within the SAU. It is our belief that these evidence-based practices for students on the autism spectrum can be universally beneficial for

many students. Dr. Pratt will be teaching and utilizing the evidence-based practices that have been part of the Indiana Resource Center for Autism's involvement in the National Professional Development Center in Autism Spectrum Disorders Project and the National Standards Project. These evidence-based practices come with documented research. Specific topics addressed include: Overview of ASD, Functional Behavioral Assessment, Social Skills Instruction, Communication Programming, Visual Supports, Educational Approaches and Building a Comprehensive Plan. Implementation fidelity focus for the coming year: After two years of training, 50% of the SPDG's autism-targeted teams will receive a score of 75% or better on a to-be-developed autism evidence-based practices implementation rubric. This tool will be submitted to our Project Officer for approval. In conjunction with Dr. Cathy Pratt, BCBA-D, Director of the Indiana Resource Center for Autism as a resource and possible consultant/trainer/coach/partner, we will be developing and using the evidence-based Practices Autism School-wide Evaluation Tool (EBPASET) to measure the implementation of evidence-based practices for children with autism no later than November 2012. Help Needed from OSEP related to improving implementation for this initiative: None at this time.

2b. Secondary Transition Initiative: Project Measure: Twelve SAUs will participate in SPDG funded secondary transition PD. To date there are no qualitative data and data collection as official work on this goal did not begin until January 10, 2012, as the Maine Department of Education had to follow the RFP process to secure a contract for the SPDG Coordinator, please see the attached SPDG Grant Activity Log. It is anticipated that qualitative data and data collection will begin in the fall of 2012. Individual meetings with Department of Vocational Rehabilitation (DVR), Maine Parent Federation (MPF) and Maine Administrators of Services for Children with Disabilities (MADSEC) have taken place and were conducive to laying the ground work for the Effective Transition Planning PD. Monthly education spotlights have allowed for a focused spotlight segment which is designed to promote a better understanding of school and inter-agency post-secondary transition needs, planning and compliance requirements. It is the intent of this task force that there be a statewide PD plan that improves the percentages of SAUs developing compliant transition plans for children with disabilities which will be measured through the General Supervision System compliance monitoring rubric (GSSCM) which will be developed as part of this initiative. We will submit the GSSCM to our Project Officer for approval. In partnership with the Transition ME 2012 Conference on May 24, 2012, input will be gathered from attendees to gain a deeper understanding as to barriers and needs to enhance the PD plan and delivery. Initial contact has been made with the MDOE's OIT department to discuss requirements for online and accessible comprehensive PD to be shared with the transition initiative partners. Implementation fidelity focus for the coming year: After one year of training we expect all special education personnel from twelve SAUs to use 90% of the core features of the GCCSM. The target we created for our project is 50% of our participants reaching the benchmark of 50% on the GSSCM. For this measure, the SAU is the unit of analysis or participant. All twelve SAUs will have a coach assess them using the GCCSM. To date, no baseline data have been collected for this initiative. Implementation fidelity focus for the coming year: Based on data collected through the Maine General Supervision System, Maine SPDG has noted that help with core components of transition planning is that most participants need; therefore we will do a review training focused on this component for all of SPDG participants that do not currently write compliant post-secondary transition plans. For this measure, we will provide transition PD for special education administrators and related services personnel from twelve SAUs. We plan to have coaches work on this component with those participants who struggle with writing compliant transition plans utilizing the yet to be developed secondary transition evidence-based practices implementation rubric which will be used to provide feedback for decision making to ensure continuous improvement and growth for all practitioners. It is anticipated that this rubric will be developed no later than October 2012. Help needed from OSEP related to improving implementation for this initiative: We would like our coaches to be able to conduct feedback from the GSSCM virtually, when necessary. Accordingly, we would like to learn about technology for this purpose and be provided direction to secure any PD trainer manual samples.

2c. Part C Primary Coach Approach to Teaming: Project Measure: Nine CDS sites will take part in the 50 % increase in their knowledge and implementation of the Early Intervention Model /coaching. We will be using the list of primary coach approach to teaming competencies which will be submitted to the Project Officer by August 1, 2012 to measure the implementation of evidence-based practices focusing on promoting competence of practitioners and to increase the percentages of children, age birth-two, receiving timely evidence-based early intervention services in their natural environments by qualified personnel (IDEA Indicators C1, C2, C3 and C7). The extent to which the expected outcomes were achieved: The focus on Goal 4 has been specific to developing PD plans to be implemented on Evidence-Based Early Intervention and to support timeliness of service(C1), settings (C2), outcomes (C3) and timelines, (C7)). The Child Development Services (CDS) Training Committee has been tasked with the work of developing the PD plans. The Committee recently changed their name to the Part C Professional Development Committee. The intent is to begin implementation in June 2012 with a two-day statewide conference that will bring together Part C staff from all regions in the State. Implementation fidelity focus for the coming year: As a target we have set that by the end of year two of SPDG funding for early childhood-related PD, 50% of CDS SAUs will demonstrate 50 % increase in their knowledge and implementation of the Primacy Coach Approach to Teaming Model. To date, no tool was submitted to our Project Officer for approval but will be submitted no later than August 2012. Help needed from OSEP related to improving implementation for this initiative: None at this time.



U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart

PR/Award #: H323A110008

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

3 . **Project Objective** ☐ Check if this is a status update for the previous budget period.

Projects use SPDG professional development funds to provide follow up activities designed to sustain the use of SPDG supported practices (efficiency measure).

3a . Performance Measure	Measure Type	Quantitative Data					
10% of SPDG autism initiative funds will be used to sustain activities targeting special education professionals working with children with autism to increase their qualifications.	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			999 / 999	100		999 / 999	100
3b . Performance Measure	Measure Type	Quantitative Data					
10% of SPDG transition initiative funds will be used to sustain activities that promote effective transitional plans for children from 9thgrade to post-secondary education/ employment.	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			999 / 999	100		999 / 999	100
3c . Performance Measure	Measure Type	Quantitative Data					
10% of SPDG Early Childhood initiative funds will be used to sustain activities that promote training of CDS teachers in the implementation of evidence-based Primary Coach Approach to Teaming.	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			999 / 999	100		999 / 999	100

**Explanation of Progress (Include Qualitative Data and Data Collection Information)**

3a--3c. Projects use SPDG professional development funds to provide follow-up activities designed to sustain the use of SPDG-supported practices. We are reporting on the same initiatives we are reporting on for Program Measures 1 and 2. This year's outcomes for Program Measure 3 are described below: 3a. Autism Initiative: Our goal this year was to spend SPDG funds on activities that put the framework and organizational pieces in place for the SPDG initiatives. In total, zero dollars was spent on this initiative. The Maine SPDG spent a total of zero dollars on activities designed to sustain evidence-based practices, which is 0% of the total funds used. These activities were: developing partnerships and determining needs by using data and providing guidance related to those needs. We have met our target. Focus on ongoing TA activities for the next year: We plan to begin an Autism Team Leader Training system that will require costs not incurred year. We will be developing Autism Team Leaders and we will have an Autism Leader coaching system in place this year. Next year we plan to have six autism Team Leaders in six SAUs who will be coaching in each SAU and training the in-SAUs /regional coaches to take over all coaching duties in two years. To sustain this initiative after SPDG funding there will be the development of a statewide Autism Leader

Program that will provide TA for SAU support through self-paced learning modules that are interactive and complementary to Maine's state sponsored professional development activities that use principles of universal design. Currently we are investigating several platforms such as FrameWeld, Moodle, Blackboard, WebX, etc. to provide statewide sustainable and equitable technical assistance. It is our intent to have the platform identified and under construction no later than November 2012. Help needed from OSEP related to professional development efficiency: We would like to learn from other SPDGs that have trained in-district coaches. 3b. Secondary Transition Initiative: Our goal this year was to spend SPDG funds on activities that put the framework and organizational pieces in place for the SPDG initiatives. In total, zero dollars was spent on this initiative. The Maine SPDG spent a total of zero dollars on activities designed to sustain evidence-based practices, which is 0% of the total funds used. These activities were: developing partnerships and determining needs by using data and providing guidance related to those needs, and developing an adult learner professional development model on post-secondary transition planning. We have reached our target. Focus on ongoing TA activities for the next year: We plan to begin a Transition Professional Development Training and Monitoring system that will require spending cost not incurred. We do plan to continue to develop our professional development plan. Help needed from OSEP related to professional development efficiency: None at this time. 3c. Part C Primary Coach Approach to Teaming: Our goal this year was to spend SPDG funds on activities that put the framework and organizational pieces in place for the SPDG initiatives. In total zero dollars was spent on this initiative. The Maine SPDG spent a total of zero dollars on activities designed to sustain evidence-based practices, which is 0% of the total funds used. These activities were: establishing timeliness, developing training schedules and identifying trainers to deliver the Primary Coach Approach to Teaming model and drafting a trainer contract. We have reached our target. Focus on ongoing TA activities for the next year: We plan to begin Primary Coach Approach to Teaming PD training June 2012 and will continue to provide coaching and TA throughout the next year that will require costs that were not incurred this year. . We will collect data and monitor timelines for all services delivered. Help needed from OSEP related to professional development efficiency: None at this time. Focus on ongoing TA activities for the next year: We plan to set up a coaching practices improvement system that will require significantly more spending than the training-only system we had this year. To sustain this initiative after SPDG funding there will be the development of a statewide Autism Leader program that will provide TA for SAU support through self-paced learning modules that are interactive and complementary to Maine's state sponsored professional development activities that use principles of universal design. Currently we are investigating several platforms such as FrameWeld, Moodle, Blackboard, WebX, etc. to provide statewide sustainable and equitable technical assistance. It is our intent to have the platform identified and under construction no later than November 2012. Help needed from OSEP related to professional development efficiency: We would like to brainstorm with our Project Officer about efficient ways to provide coaching and the use of technology to support these efforts.



U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart

PR/Award #: H323A110008

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

4 . **Project Objective** ☐ Check if this is a status update for the previous budget period.

Highly qualified special education teachers that have participated in SPDG supported special education teacher retention activities remain as special education teachers two years after their initial participation in these activities.

4a . Performance Measure	Measure Type	Quantitative Data					
80% of SPDG trained special education teachers will remain as special education teachers at least two years after their initial participation in these activities.	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			8 / 10	80		999 / 999	100
4b . Performance Measure	Measure Type	Quantitative Data					
75 funded special education teachers will take college level special education course work and obtain provisional special education certification.	PROGRAM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			8 / 10	80		999 / 999	100

**Explanation of Progress (Include Qualitative Data and Data Collection Information)**

4a. Teacher Retention. Program Measure 4: Highly qualified special education teachers who have participated in SPDG-supported special education teacher retention activities remain as special education teachers two years after their initial participation in these activities. We are in the first year of our teacher retention activities. Forty-three special education teachers will receive financial assistance and professional development beginning May 2012 and will increase to 75 over the next two years. Currently, we have no data to support retention as our first cohort has not been SPDG funded to date. Our goal is that (80%) of SPDG funded recipients remain as special education teachers for a minimum of two years.



U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart

PR/Award #: **H323A110008**

**SECTION B - Budget Information** (See Instructions. Use as many pages as necessary.)

Title : Section B  
File : SECTION\_B.pdf

**SECTION C - Additional Information** (See Instructions. Use as many pages as necessary.)

Title : Section C  
File : SECTION\_C.pdf



## **SECTION B - Budget Information** (See Instructions. Use as many pages as necessary.)

As of February 29, 2012, funds have been drawn down from the G5 system to pay for the expenditure amounts reported in item 8a-8c of the ED524B cover sheet.

### **Explanation as to why funds have not been expended at the expected rate during the reporting period:**

Official work on this goal did not begin until January 10, 2012 as the Maine Department of Education had to follow the RFP process to secure a contract for the SPDG Coordinator, *please see the attached Activity Log SPDG Grant*.

October 2011: award notification, RFP drafted for payroll services to contract SPDG Coordinator, RFP approval process initiated at state level.

November 2011: State approval to proceed with payroll services RFP, RFP posted with November 28, 2011 deadline.

December 2011: payroll services RFP selected, SPDG Coordinator contacted, contract approval process initiated at the state level.

January 2012: SPDG Coordinator contracted to begin work January 10, 2012.

First steps for the SPDG Coordinator, Debrajean Scheibel were as follows:

- Become familiarized with the scope of the work,
- Organize the makeup of each goal's task force,
- Identify operational structure, determine the agendas, schedule and conduct/facilitate the initial meetings for each goal,
- Initiate the first quarterly Advisory Board meeting for February 14, 2012,
- Meet bi-monthly with the SPDG 2011 Administrative Management Team that had been meeting since October 2011,
- Integrate the carryover funds from the SPDG 2006 with SPDG 2011 Goal 1, Objective 1,
- Work with IHEs to formulate scholarships for candidates to access SPDG 2006 carryover funds for tuition, books and fee reimbursements and develop pre-service special education courses,
- Initiate conversations with Parent Training Institute (PTI), MADSEC, DVR and SAU partners/representatives,
- Coordinate SPDG data collection and evaluation system with external evaluator,
- Meet monthly with each goal coordinator,
- Organize website dedicated to SPDG activities including SPDG 2011 overview PowerPoint for conferences, meetings, etc.,
- Create monthly log and activity reports,
- Monitor progress and activities between task force meetings,
- Conduct work sessions for Goal 1 and Goal 5,
- Oversee budget and contract preparation for Goal 4: CDS contract and approval.

As of February 29, 2012 the above activities have not required an expenditure of funds with the exception of \$9,593 which has been expended for professional fees, office supplies, indirect costs and the SigNetwork website.

### **Changes to the budget that affected the ability to achieve the approved project activities include:**

- SPDG 2006 carryover funds have provided the opportunity to dovetail SPDG 2006 funds with SPDG 2011 Goal 1, Objective 1.1 and accelerate access to financial support to increase the percentages of highly qualified special education teachers one year earlier than initially proposed under this grant.
- SPDG 2006 carryover funds will allow for the availability of professional development and retention activities associate with Objectives 1.3 and 1.4 starting in the fall of 2012 and the Winter of 2013.

As of February 2012, it is anticipated that the majority of year one's funds will be expended with minimal carryover into year two.

As of February 2012, there are no anticipated changes in the SPDG 2011 budget for the next budget period that would require prior approval from the Department.

**SECTION C – Additional Information** (See Instructions. Use as many pages as necessary.)

**Maine State Personnel Development Grant  
List of SPDG 2011 Partners**

Maine Department of Education (SDE)  
Maine Department of Education, Special Education Services (SES)  
Parent Training Information Center: Maine Parent Federation (MPF/PTI)  
IHEs:

- University of Maine at Orono
- University of Southern Maine
- University of Maine at Farmington
- University of Maine at Machias
- University of Maine at Presque Isle

SAUs

Maine Department of Labor:

- Division of Vocational Rehabilitation (DVR)
- Division of the Blind and Visually Impaired

Low-Incidence Task Force: Evidence-based task force

Child Development Services (CDS)

National Early Childhood Technical Assistance Center (NECTAC)

Early Childhood Outcome Centers (ECO)

Department of Health and Human Services (DHHS)

Maine Administrators of Services for Children with Disabilities (MADSEC)

University of Maine, Center for Research and Evaluation (CRE)

As of February 29, 2012, there have been no partner changes through the first year of the grant, nor do we anticipate any partner changes for the second year of the grant.

In March 2012, MDOE submitted a request to revise the budget which has yet to be approved as of May 4, 2012.

As of February 29, 2012, there is no additional, appropriate information about the status of Maine's SPDG 2011 project that would generate any unanticipated outcomes or benefits.

## Worksheet

## Autism Initiative SPDG Evidence-based Professional Development Components

The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary

Prof Dev Domain	Prof Dev Component	Specifications (Further guidance regarding what these components might look like)	Project Description of Related Activities (please note if you are attaching documents)	Project's self rating
A(1) Selection	Clear expectations are provided for Professional Development (PD) participants. Schools, districts, or other agencies agree to provide the necessary resources, supports and facilitative administration for the participants (LF, NIRN, Guskey)	Roles Responsibilities Other descriptions of expectations Requirements for schools/districts described; or The form(s) used for these agreements is provided	All participants in the Autism Leadership Training, as well as targeted SAU participants, will sign an agreement that articulates the number of times they will participate in training and their accessibility to targeted SAU autism teams. At this time, an agreement form does not exist, but will be developed as professional development activities are designed, developed and prior to implementation. Each agreement will be specific to the level of responsibility and commitment assigned to the respective role. Roles include the team leader, the implementer, and the building administrator.	1
A(2) Selection	Clear expectations are provided for trainers and for the people who provide follow-up to training, such as coaches or mentors (NIRN)	Roles Responsibilities Other descriptions of expectations	In the past, at the state and local levels, Maine did not have clear expectations for PD trainers. For the Maine SPDG autism initiative, the roles and responsibilities will be defined and outlined in the to-be-developed Maine SPDG Professional Development Trainer's manual. In conjunction with the Maine SPDG Advisory Committee, the Maine SPDG coordinator will be responsible for designing and developing a professional development training plan that includes a designated number of training and follow-up sessions for trainers and coaches. Prior to each training, the trainer/leader/coach will be expected to complete a pre-event planning sheet and follow-up with a post-event evaluation. Trainer/leader/coaches will be expected to routinely observe and collect data on each training participant, which data will be provided to the Maine SPDG coordinator on a regular basis. Appropriate strategies that are specific to adult learners, the PD content and the desired outcomes will be clearly identified and provided to the trainer/leader/coach in writing.	1
B(1) Training	Accountability for delivery and quality monitoring of training is	Role/job descriptions provided Expectations for roles	Currently, at the state and local levels, training evaluations are specific to the individual initiative and are conducted, reviewed and analyzed by the lead person/agency. In conjunction with the Maine SPDG Advisory Committee,	2

<b>Prof Dev Domain</b>	<b>Prof Dev Component</b>	<b>Specifications</b> <i>(Further guidance regarding what these components might look like)</i>	<b>Project Description of Related Activities (please note if you are attaching documents)</b>	<b>Project's self rating</b>
	clear (e.g. lead person designated and supported)	provided	the Maine SPDG coordinator will be responsible for designing and developing a professional development training plan and training manual to ensure that all trainers meet skill-level expectations as defined in the Maine SPDG Professional Development Trainer's manual. In addition, the Maine SPDG coordinator will plan all autism training events, and monitor the efficacy of the trainers and the overall training plan.	
B(2) Training	Adult learning principles used (NIRN, LF)	<ul style="list-style-type: none"> <li>Provides a description of effective learning strategies used (see Trivette &amp; Dunst document)</li> </ul>	<p>Currently, the Maine SPDG autism series of professional development activities is being designed to use at least one effective strategy for each of the following categories:</p> <ol style="list-style-type: none"> <li>1. Introduce</li> <li>2. Illustrate</li> <li>3. Practice</li> <li>4. Evaluate</li> <li>5. Reflection</li> <li>6. Mastery</li> </ol> <p>In addition, adult learner methods will include accelerated learning, guided learning, coaching and just-in-time learning.</p>	1
B(3) Training	Skill-based (NIRN, Guskey)	<p>Describes how training is skill-based</p> <p>Participant behavior rehearsals to criterion with an expert observing</p> <p>Data is collected that demonstrates an increase in the skills of the participants (e.g., post/post testing of skills)</p> <p>Plans are in place to track the participants' use of new skills</p>	<p>Autism training will be skill-based and PD participants will be expected to:</p> <ol style="list-style-type: none"> <li>a) Use progress monitoring measures correctly to monitor their own progress</li> <li>b) Use progress monitoring measures correctly to monitor the progress of their learners</li> <li>c) Identify needs and apply appropriate intervention strategies to meet the learning needs of the participants</li> <li>d) Adjust practice or delivery to their audience/recipients (learners).</li> </ol>	2
B(4) Training	Outcome data collected and analyzed (pre and	Describes how these data are used to make	Currently, state and local professional development data are collected for individual events. All Maine SPDG autism activities will use outcome data	2

Prof Dev Domain	Prof Dev Component	Specifications (Further guidance regarding what these components might look like)	Project Description of Related Activities (please note if you are attaching documents)	Project's self rating
	post testing) of participant knowledge and skills (NIRN)	appropriate changes to the training and to provide further supports through coaching	from each PD event to adjust ongoing and future professional development trainings and determine the need for additional modifications or supports. Collected data from pre-training and post-training surveys, evaluations and comments will be provided as feedback to trainers.	
B(5) Training	Trainers are trained, coached, and observed. Data are used to improve trainer skills and the content of trainings (NIRN)	Describes how fidelity measures are collected and analyzed related to training (e.g. schedule, content, processes, qualification of trainers) Describes how fidelity measures are used to work with trainers (NIRN) Describes how participant feedback is used to improve trainer skills and revise the training content	The Maine SPDG autism trainer will be an experienced educator who is published, knowledgeable and practiced in the designated content, and is knowledgeable about the learning needs of adult learners, and who will provide content that is evidence-based and specific to autism as stipulated by evidence-based practices. Each trainer will be trained, supported, and monitored by the Maine SPDG coordinator, and observed by local SAU representatives, and will be provided feedback to improve and adjust training effectiveness.	2
C(1) Coaching	Accountability for development and monitoring of quality and timeliness of coaching services is clear (e.g. lead person designated and supported) and this includes using data to give feedback to coaches (NIRN)	Provides a description of responsibilities for the person in charge of coaching and who this person is. Description of how implementation and outcomes data are used to modify coaching strategies Description of supports that are provided to coaches as a result of having these data	The Maine SPDG coordinator will provide training and oversight for the Maine SPDG national trainer and the autism leaders. Oversight responsibilities include trainings, coordination, and scheduling of training and quarterly progress monitoring meetings. Training will be related to the autism initiative and specific to activities related to training skill, techniques, content, audience, coaching and on-going technical assistance based on evidence-based practices. In conjunction with the Maine SPDG Advisory Committee, the Maine SPDG coordinator will create and design trainer/leader/coaching rubrics to be used as a monitoring tool by the Maine SPDG coordinator, and oversee SAUs and PD participants to provide consistent and ongoing monitoring to be used to provide feedback to the trainer/leader/coach for improved performance and implementation outcomes.	2

<b>Prof Dev Domain</b>	<b>Prof Dev Component</b>	<b>Specifications</b> <i>(Further guidance regarding what these components might look like)</i>	<b>Project Description of Related Activities (please note if you are attaching documents)</b>	<b>Project's self rating</b>
C(2) Coaching	Coaches use multiple sources of information in order to provide assistive feedback to those being coached and also provide appropriate instruction or modeling.	Describes the coaching strategies used and their appropriateness for use with adults (i.e., evidence provided for coaching strategies). . (LF) Describe how coaches monitor implementation progress Describe how coaches help sustain continuous improvement.	Autism trainers/leaders will use behaviorally focused feedback to assist PD practitioners to practice, interpret, and use feedback to make a strong link between performance improvement and desired outcome. Trainers/leader/coaches will provide modeling to practitioners of evidence-based practices that are being initiated and ensure consistency in statewide delivery. They will provide opportunity for discussion of challenges, barriers, and unintended consequences when implementing designated practices. Practitioners will be asked to evaluate, and collect data on their implementation of the autism evidence-based practices. The trainer/leader/coach will meet on a quarterly basis with Maine SPDG targeted SAU stakeholders to discuss identified barriers to implementation, including implementer's and recipient's perceptions of factors undermining the fidelity, delivery, ownership and realization of the desired outcomes for children with autism.	1
D(1) Performance Assessment (Data-based Decision Making)	Accountability for fidelity measurement and reporting system is clear (e.g., lead person designated and supported) (NIRN)	Role/job description provided Describe how fidelity measures are compared with outcomes, are available on a regular basis, and are used for decision-making (NIRN) Describe how steps are taken by the appropriate person (administrator, trainer, coach) to meet PD participants' needs	The Maine SPDG autism initiative targeted SAUs will have a designated implementation team of at least two people who will ensure effective implementation of the autism Maine SPDG PD activities and desired outcomes. Each role will be defined. The team will use gathered data to monitor alignment of practices with compliance measurements and desired outcomes, address barriers that impede effective implementation, provide resources, and meet on a monthly basis with the trainer/leader/coach. Each autism SAU-level team will meet on a quarterly basis with the Maine SPDG trainer/leader/coach to report on progress and barriers to implementation or sooner if problematic issues arise requiring immediate attention/action.	1
D(2) Performance Assessment	Data are used to make decisions at all education levels (SEA, regional, LEA, school)	Describe feedback system for decision-making to ensure continuous academic and behavioral growth for all students.	The Maine SPDG targeted SAU, regional group, and/or SPDG autism trainer/leader/coach along with the Maine SPDG coordinator will collect and analyze data at least three times per year to discuss barriers to and strategies for continuous improvement in state and federal compliance, progress for children with autism, and desired outcomes. The yet- to-be developed autism evidence-based practices implementation rubric will be used to provide feedback for	1

<b>Prof Dev Domain</b>	<b>Prof Dev Component</b>	<b>Specifications</b> <i>(Further guidance regarding what these components might look like)</i>	<b>Project Description of Related Activities (please note if you are attaching documents)</b>	<b>Project's self rating</b>
			decision making to ensure continuous improvement and growth for all practitioners.	
D(3) Performance Assessment	Implementation and student outcome data are shared regularly w/ stakeholders at multiple levels (SEA, regional, local, individual, community, other agencies). (NIRN)	Describe the following (at least 2 of the following): How schools/districts plan for proactive staff orientation to the process and procedures Use of Appropriate Data Sources (e.g. for competency - observation) (NIRN) Use of multiple sources of information to guide improvement and demonstrate its impact. (LF) Prepares educators to apply research to decision making. (LF)	Maine SPDG autism evidence-based practices data will be collected and shared with all implementation participants, autism PD targeted SAUs, the Maine SPDG Advisory Committee, and MDOE Special Services Personnel; they will be compared with the yet-to-be developed autism evidence-based practices implementation rubric. Autism initiative targeted Maine SPDG PD practitioners will establish a baseline of practice/compliance with a defined desired outcome that will be followed up with targeted professional development, coaching and/or technical assistance and ongoing performance monitoring.	1
D(4) Performance Assessment	Goals are created with benchmarks for implementation and student outcome data, and plans are in place to share and celebrate successes. (NIRN)	Describe how fidelity data over time informs modifications to implementation drivers (e.g. how can Selection, Training, and Coaching better support high fidelity) (NIRN) Uses disaggregated student data to determine adult learning priorities,	Evidence-based practice protocols describing strategic interventions/practices will be used to compare disaggregated participant data outcome with trainer/leader/coach input to determine adjustments/modifications for implantation. Maine SPDG targeted SAU autism implementation teams will use data to monitor practitioner's compliance and implementation progress towards the yet -to-be developed autism evidence-based practices implementation rubric benchmark goals. Maine SPDG autism data gathering meetings will take place bi-monthly to review, analyze and discuss progress towards desired outcomes.	1



<b>Prof Dev Domain</b>	<b>Prof Dev Component</b>	<b>Specifications</b> <i>(Further guidance regarding what these components might look like)</i>	<b>Project Description of Related Activities (please note if you are attaching documents)</b>	<b>Project's self rating</b>
		monitor progress, and help sustain continuous improvement. (LF) Describe positive recognition processes in place for participation		
D(5) Performance Assessment	Participants are instructed in how to provide data to the SPDG Project	Procedures described for data collection Guidance provided to schools/districts shared	Maine SPDG autism PD targeted SAUs responsible for inputting compliance, implementation or progress data will be provided a workshop on how to collect and input data and given contact information for ongoing technical assistance. Guidance for reporting data will be provided on the Maine SPDG website for targeted and statewide stakeholders.	1
E(1) Facilitative Administrative Support / Systems Intervention	Administrators are trained appropriately on the SPDG-supported practices and have knowledge of how to support its implementation	Role/job description relative to program implementation provided Describe how steps are taken by the appropriate person (administrator, trainer, coach) to meet PD participants' needs	Maine SPDG targeted SAUs autism practitioners and building administrators will be provided an overview of the Maine SPDG autism initiative and the roles and responsibilities of the stakeholders. Administrators will be asked to take part in and provide full support for implementation of the Maine SPDG autism evidence-based practices supported PD activities. The administrators' roles and responsibilities will be clearly defined and a written description will be provided to each affected targeted SAU's administrator.	1
E(2) Facilitative Administrative Support / Systems Intervention	Leadership analyzes feedback from staff and makes changes to alleviate barriers and facilitate implementation, including revising policies and procedures to support new way of work.	Describe processes for collecting, analyzing and utilizing student and teacher data to recognize barriers to implementation success. Describe processes for revising policies and procedures to support new way of work.	Maine SPDG targeted autism PD SAUs will utilize data to monitor participant progress toward "desired outcome" benchmark goals. Maine SPDG Targeted autism PD SAUs. Implementation Team, Administrator and Maine SPDG trainer/leader/coach will convene bi-monthly to review progress and to uncover any perceived barriers to successful compliance/practice outcomes. Quarterly Maine SPDG trainer/leader/coach and SPDG coordinator team meetings will be held to review and discuss individual autism PD targeted SAU compliance/practice progress. Continuous feedback will be provided to the targeted SAU and the state level stakeholders via the Maine SPDG Autism trainer/leader/coach.	1

## Worksheet

**Part C Primary Coach Approach to Teaming Initiative SPDG Evidence-based Professional Development Components**

*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

<b>Prof Dev Domain</b>	<b>Prof Dev Component</b>	<b>Specifications</b> <i>(Further guidance regarding what these components might look like)</i>	<b>Project Description of Related Activities (please note if you are attaching documents)</b>	<b>Project's self rating</b>
A(1) Selection	Clear expectations are provided for Professional Development (PD) participants. Schools, districts, or other agencies agree to provide the necessary resources, supports and facilitative administration for the participants (LF, NIRN, Guskey)	Roles Responsibilities Other descriptions of expectations Requirements for schools/districts described; or The form(s) used for these agreements is provided	All participants in the Part C Primary Coach Approach to Teaming leadership training, as well as targeted SAU participants will sign an agreement that articulates the number of times they will participate in training and their accessibility to targeted SAU Part C Primary Coach Approach to Teaming teams. At this time, an agreement form does not exist, but will be developed as professional development activities are designed, developed and prior to implementation. Each agreement will be specific to the level of responsibility and commitment to the respective role. Roles include the team leader, the implementer, and the building administrator.	1
A(2) Selection	Clear expectations are provided for trainers and for the people who provide follow-up to training, such as coaches or mentors (NIRN)	Roles Responsibilities Other descriptions of expectations	In the past, at the state and local levels Maine did not have clear expectations for PD trainers. For Maine SPDG Part C Primary Approach to Teaming initiative the roles and responsibilities will be defined and outlined in the to-be-developed Maine SPDG Professional Development Trainer's manual. In conjunction with the Maine SPDG Advisory Committee, the CDS state level administrator will be responsible for designing and developing a professional development training plan which includes a designated number of training and follow-up sessions for trainers and coaches. Prior to each training the trainer/leader/coach will be expected to complete a pre-event planning sheet and follow-up with a post-event evaluation. Trainer/leader/coaches will be expected to routinely observe and collect data on each training participant, which will be provided to the CDS state level administrator on a regular basis. Appropriate strategies that are specific to adult learners, the PD content and desired outcomes will be clearly identified and provided to the trainer/leader/coach in writing.	1
B(1) Training	Accountability for delivery and quality monitoring of training is	Role/job descriptions provided Expectations for roles	Currently, at the state and local levels training evaluations are specific to the individual initiative and are conducted, reviewed and analyzed by the lead person/agency. In conjunction with the Maine SPDG Advisory Committee,	2

<b>Prof Dev Domain</b>	<b>Prof Dev Component</b>	<b>Specifications</b> <i>(Further guidance regarding what these components might look like)</i>	<b>Project Description of Related Activities (please note if you are attaching documents)</b>	<b>Project's self rating</b>
	clear (e.g. lead person designated and supported)	provided	the CDS state level administrator will be responsible for designing and developing a professional development training plan and training manual to ensure that all trainers meet skill-level expectations as defined in the Maine SPDG Professional Development Trainer's manual. In addition, the CDS state level administrator will plan all Part C Primary Coach Approach to Teaming training events, and monitor the efficacy of the trainers and the overall training plan.	
B(2) Training	Adult learning principles used (NIRN, LF)	<ul style="list-style-type: none"> <li>Provides a description of effective learning strategies used (see Trivette &amp; Dunst document)</li> </ul>	<p>Currently, our Maine SPDG Part C Primary Coach Approach to Teaming series of professional development activities are being designed to use at least one effective strategy for each of the following categories:</p> <p>2. Introduce 2. Illustrate 3. Practice 4. Evaluate 5. Reflection 6. Mastery</p> <p>In addition, adult learner methods will include accelerated learning, guided-learning, coaching and just-in-time learning.</p>	1
B(3) Training	Skill-based (NIRN, Guskey)	<p>Describes how training is skill-based</p> <p>Participant behavior rehearsals to criterion with an expert observing</p> <p>Data is collected that demonstrates an increase in the skills of the participants (e.g., post/post testing of skills)</p> <p>Plans are in place to track the participants' use of new skills</p>	<p>Part C Primary Coach Approach to Teaming training will be skill-based and PD participants will be expected to:</p> <ul style="list-style-type: none"> <li>e) Use progress monitoring measures correctly to monitor their own progress</li> <li>f) Use progress monitoring measures correctly to monitor their own progress of their learners</li> <li>g) Identify needs and apply appropriate intervention strategies to meet the learning needs of the participants</li> <li>h) Adjust practice or delivery to their audience/recipients (learners)</li> </ul>	2
B(4) Training	Outcome data collected	Describes how these data	Currently state and local professional development is collected for individual	2

<b>Prof Dev Domain</b>	<b>Prof Dev Component</b>	<b>Specifications</b> <i>(Further guidance regarding what these components might look like)</i>	<b>Project Description of Related Activities (please note if you are attaching documents)</b>	<b>Project's self rating</b>
	and analyzed (pre and post testing) of participant knowledge and skills (NIRN)	are used to make appropriate changes to the training and to provide further supports through coaching	events. All Maine SPDG Part C Primary Coach Approach to Teaming activities will use outcome data from each PD event to adjust ongoing and future professional development trainings and determine the need for additional modifications or supports. Collected data through pre-training and post-training surveys, evaluations and comments will be provided as feedback to trainers.	
B(5) Training	Trainers are trained, coached, and observed. Data are used to improve trainer skills and the content of trainings (NIRN)	Describes how fidelity measures are collected and analyzed related to training (e.g. schedule, content, processes, qualification of trainers) Describes how fidelity measures are used to work with trainers (NIRN) Describes how participant feedback is used to improve trainer skills and revise the training content	The Maine SPDG Part C Primary Coach Approach to Teaming trainer will be an experienced educator who is published, knowledgeable and practiced in the designated content, knowledgeable about the learning needs of adult learners, and will provide content that is evidence-based and specific to Part C Primary Coach Approach to Teaming as stipulated by evidence-based practices. Each trainer will be trained, supported, and monitored by the CDS state level administrator, observed by local SAU representatives and will be provided feedback to improve and adjust training effectiveness.	2
C(1) Coaching	Accountability for development and monitoring of quality and timeliness of coaching services is clear (e.g. lead person designated and supported) and this includes using data to give feedback to coaches (NIRN)	Provides a description of responsibilities for the person in charge of coaching and who this person is. Description of how implementation and outcomes data are used to modify coaching strategies Description of supports that are provided to coaches as a result of	The CDS state level administrator will provide training and oversight for the Part C Primary Coach Approach to Teaming Early Intervention Model trainer and the Part C Primary Coach Approach to Teaming site leaders. Oversight responsibilities include trainings, coordination, and scheduling of training and quarterly progress monitoring meetings. Training will be related to the Part C Primary Coach Approach to Teaming initiative and specific to activities related to training skill, techniques, content, audience, coaching and on-going technical assistance based on evidence-based practices. In conjunction with the Maine SPDG Advisory Committee, the CDS state level administrator will create and design Trainer/leader/coaching rubrics to be used as a monitoring tool by the CDS state level administrator, overseeing SAUs, and PD participants to provide consistent and ongoing monitoring to be used to provide feedback to the trainer/leader/coach for improved performance and implementation	2

Prof Dev Domain	Prof Dev Component	Specifications (Further guidance regarding what these components might look like)	Project Description of Related Activities (please note if you are attaching documents)	Project's self rating
		having these data	outcomes.	
C(2) Coaching	Coaches use multiple sources of information in order to provide assistive feedback to those being coached and also provide appropriate instruction or modeling.	Describes the coaching strategies used and their appropriateness for use with adults (i.e., evidence provided for coaching strategies). . (LF) Describe how coaches monitor implementation progress Describe how coaches help sustain continuous improvement.	Part C Primary Coach Approach to Teaming Trainers/Leaders will use behaviorally focused feedback to assist PD practitioners to practice, interpret, and use feedback to make a strong link between performance improvement and desired outcome. Trainers/leader/coaches will provide modeling to practitioners of evidence-based practices that are being initiated and ensure consistency for statewide delivery. They will provide opportunity for discussion of challenges, barriers, and unintended consequences when implementing designated practices. Practitioners will be asked to evaluate, and collect data on their implementation of the Part C Primary Coach Approach to Teaming evidence-based practices. The trainer/leader/coach will meet on a quarterly basis with the Maine SPDG targeted SAU stakeholders to discuss identified barriers to implementation, including implementer and recipient's perceptions of factors undermining the fidelity, delivery, ownership and realization of the desired outcomes for children served through Part C Primary Coach Approach to Teaming services.	1
D(1) Performance Assessment (Data-based Decision Making)	Accountability for fidelity measurement and reporting system is clear (e.g., lead person designated and supported) (NIRN)	Role/job description provided Describe how fidelity measures are compared with outcomes, are available on a regular basis, and are used for decision-making (NIRN) Describe how steps are taken by the appropriate person (administrator, trainer, coach) to meet PD participants' needs	The Part C Primary Coach Approach to Teaming initiative Maine SPDG targeted SAUs will have a designated implementation team of at least two people who will ensure effective implementation of the Part C Primary Coach Approach to Teaming Maine SPDG PD activities and desired outcomes. Each role will be defined. The team will use gathered data to monitor alignment of practices with compliance measurements and desired outcomes, address barriers that impede effective implementation, provide resources, and meet on a monthly basis with the trainer/leader/coach. Each Part C Primary Coach Approach to Teaming SAU level team will meet on a quarterly basis with the Maine SPDG trainer/leader/coach to report on progress and barriers to implementation or sooner if problematic issues arise requiring immediate attention/action.	1
D(2) Performance Assessment	Data are used to make decisions at all education levels (SEA, regional,	Describe feedback system for decision-making to ensure	The Maine SPDG targeted SAU, regional group, and/or SPDG Part C Primary Coach Approach to Teaming trainer/leader/coach along with the CDS state level administrator will collect and analyze data at least three times	1

Prof Dev Domain	Prof Dev Component	Specifications (Further guidance regarding what these components might look like)	Project Description of Related Activities (please note if you are attaching documents)	Project's self rating
	LEA, school)	continuous academic and behavioral growth for all students.	per year to discuss barriers to and strategies for continuous improvement in state and federal compliance, children with Part C Primary Coach Approach to Teaming service implementation, and desired outcome monitoring. The yet-to-be developed Part C Primary Coach Approach to Teaming evidence-based practices implementation rubric will be used to provide feedback for decision making to ensure continuous improvement and growth for all practitioners.	
D(3) Performance Assessment	Implementation and student outcome data are shared regularly w/ stakeholders at multiple levels (SEA, regional, local, individual, community, other agencies). (NIRN)	Describe the following (at least 2 of the following): How schools/districts plan for proactive staff orientation to the process and procedures Use of Appropriate Data Sources (e.g. for competency - observation) (NIRN) Use of multiple sources of information to guide improvement and demonstrate its impact. (LF) Prepares educators to apply research to decision making. (LF)	Maine SPDG Part C Primary Coach Approach to Teaming evidence-based practices data will be collected and shared with all implementation participants, each Part C Primary Coach Approach to Teaming PD targeted SAU, the Maine SPDG Advisory Committee, and the Maine SPDG Coordinator and compared with the yet-to-be developed Part C Primary Coach Approach to Teaming evidence-based practices implementation rubric. Part C Primary Coach Approach to Teaming initiative targeted Maine SPDG PD practitioners will establish a baseline of practice/compliance with a defined desired outcome that will be followed up with targeted professional development, coaching and/or technical assistance and ongoing performance monitoring.	1
D(4) Performance Assessment	Goals are created with benchmarks for implementation and student outcome data, and plans are in place to share and celebrate successes. (NIRN)	Describe how fidelity data over time informs modifications to implementation drivers (e.g. how can Selection, Training, and Coaching better support high	Evidence-based practice protocols describing strategic interventions/practices will be used to compare disaggregated participant data outcome with trainer/leader/coach input to determine adjustments/modifications for implantation. Maine SPDG targeted SAU Part C Primary Coach Approach to Teaming implementation teams will use data to monitor practitioner's compliance and implementation progress towards the yet-to-be developed Part C Primary Coach Approach to Teaming evidence-based practices	1

<b>Prof Dev Domain</b>	<b>Prof Dev Component</b>	<b>Specifications</b> <i>(Further guidance regarding what these components might look like)</i>	<b>Project Description of Related Activities (please note if you are attaching documents)</b>	<b>Project's self rating</b>
		fidelity) (NIRN) Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (LF) Describe positive recognition processes in place for participation	implementation rubric benchmark goals. Maine SPDG Part C Primary Coach Approach to Teaming data gathering meetings will take place bi-monthly to review, analyze and discuss progress towards desired outcomes.	
D(5) Performance Assessment	Participants are instructed in how to provide data to the SPDG Project	Procedures described for data collection Guidance provided to schools/districts shared	Maine SPDG Part C Primary Coach Approach to Teaming PD targeted SAUS responsible for inputting compliance, implementation or progress data will be provided a workshop on how to collect and input data and given contact information for ongoing technical assistance. Guidance for reporting data will be provided on the Maine SPDG website for targeted and statewide stakeholders.	1
E(1) Facilitative Administrative Support / Systems Intervention	Administrators are trained appropriately on the SPDG-supported practices and have knowledge of how to support its implementation	Role/job description relative to program implementation provided Describe how steps are taken by the appropriate person (administrator, trainer, coach) to meet PD participants' needs	Maine SPDG Targeted SAUs Part C Primary Coach Approach to Teaming practitioners and building administrators will be provided an overview of the Maine SPDG Part C Primary Coach Approach to Teaming initiative and the roles and responsibilities of the stakeholders. Administrators will be asked to take part in and provide full support of implementation of the Maine SPDG Part C Primary Coach Approach to Teaming evidence-based practices supported PD activities. The state and local level administrators' roles and responsibilities will be clearly defined and a written description will be provided to each affected targeted SAU's administrator.	1
E(2) Facilitative Administrative Support / Systems Intervention	Leadership analyzes feedback from staff and makes changes to alleviate barriers and facilitate implementation, including revising	Describe processes for collecting, analyzing and utilizing student and teacher data to recognize barriers to implementation success. Describe processes for	Maine SPDG Targeted Part C Primary Coach Approach to Teaming PD SAUs will utilize data to monitor participant progress toward "desired outcome" benchmark goals. Maine SPDG Targeted Part C Primary Coach Approach to Teaming PD SAUs Implementation Team, Administrator and Maine SPDG Trainer/leader/coach will convene bi-monthly to review progress and to uncover any perceived barriers to successful compliance/practice outcomes. Quarterly Maine SPDG Part C Primary Coach Approach to Teaming	1



<b>Prof Dev Domain</b>	<b>Prof Dev Component</b>	<b>Specifications</b> <i>(Further guidance regarding what these components might look like)</i>	<b>Project Description of Related Activities (please note if you are attaching documents)</b>	<b>Project's self rating</b>
	policies and procedures to support new way of work.	revising policies and procedures to support new way of work.	Trainer/leader/coach and SPDG Coordinator Team meetings will be held to review and discuss individual Part C Primary Coach Approach to Teaming PD targeted SAU compliance/practice progress. Continuous feedback will be provided to the targeted SAU and the state level stakeholders via the Maine SPDG Part C Primary Coach Approach to Teaming Trainer/leader/coach.	



**Worksheet**  
**Secondary Transition Initiative SPDG Evidence-based Professional Development Components**

*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

<b>Prof Dev Domain</b>	<b>Prof Dev Component</b>	<b>Specifications</b> <i>(Further guidance regarding what these components might look like)</i>	<b>Project Description of Related Activities (please note if you are attaching documents)</b>	<b>Project's self rating</b>
A(1) Selection	Clear expectations are provided for Professional Development (PD) participants. Schools, districts, or other agencies agree to provide the necessary resources, supports and facilitative administration for the participants (LF, NIRN, Guskey)	Roles Responsibilities Other descriptions of expectations Requirements for schools/districts described; or The form(s) used for these agreements is provided	All participants in the Secondary Transition Planning PD, as well as targeted SAU participants, will sign an agreement that articulates the number of times they will participate in training and their accessibility to targeted General Supervision System SAU secondary transition PD. At this time, an agreement form does not exist, but will be developed as professional development activities are designed, and developed prior to implementation. Each agreement will be specific to the level of responsibility and commitment assigned to the respective role. Roles include the team leader, the implementer, and the special education administrator.	1
A(2) Selection	Clear expectations are provided for trainers and for the people who provide follow-up to training, such as coaches or mentors (NIRN)	Roles Responsibilities Other descriptions of expectations	In the past, at the state and local levels Maine did not have clear expectations for PD trainers. For Maine SPDG secondary transition initiative, the roles and responsibilities will be defined and outlined in the to-be-developed Maine SPDG Professional Development Trainer's manual. In conjunction with the Maine SPDG Advisory Committee, the Maine SPDG coordinator will be responsible for designing and developing a professional development training plan that includes a designated number of training and follow-up sessions for trainers and coaches. Prior to each training the trainer/leader/coach will be expected to complete a pre-event planning sheet and follow-up with a post-event evaluation. Trainer/leader/coaches will be expected to routinely observe and collect data on each training participant, which data will be provided to the Maine SPDG coordinator on a regular basis. Appropriate strategies that are specific to adult learners, the PD content and the desired outcomes will be clearly identified and provided to the trainer/leader/coach in writing.	1
B(1) Training	Accountability for delivery and quality monitoring of training is clear (e.g. lead person	Role/job descriptions provided Expectations for roles provided	Currently, at the state and local levels, training evaluations are specific to the individual initiative and are conducted, reviewed and analyzed by the lead person/agency. In conjunction with the Maine SPDG Advisory Committee, the Maine SPDG coordinator will be responsible for designing and developing	2

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	designated and supported)		a professional development training plan and training manual to ensure that all secondary transition trainers meet skill-level expectations as defined in the Maine SPDG Professional Development Trainer's manual. In addition, the Maine SPDG coordinator will plan all secondary transition training events, and monitor the efficacy of the trainers and the overall training plan.	
B(2) Training	Adult learning principles used (NIRN, LF)	<ul style="list-style-type: none"> <li>Provides a description of effective learning strategies used (see Trivette &amp; Dunst document)</li> </ul>	<p>Currently, the Maine SPDG secondary transition series of professional development activities is being designed to use at least one effective strategy for each of the following categories:</p> <p>3. Introduce 2. Illustrate 3. Practice 4. Evaluate 5. Reflection 6. Mastery</p> <p>In addition, adult learner methods will include accelerated learning, guided learning, coaching and just-in-time learning.</p>	1
B(3) Training	Skill-based (NIRN, Guskey)	<p>Describes how training is skill-based</p> <p>Participant behavior rehearsals to criterion with an expert observing</p> <p>Data is collected that demonstrates an increase in the skills of the participants (e.g., post/post testing of skills)</p> <p>Plans are in place to track the participants' use of new skills</p>	<p>Secondary transition training will be skill-based and PD participants will be expected to:</p> <ul style="list-style-type: none"> <li>i) Use progress monitoring measures correctly to monitor their own progress</li> <li>j) Use progress monitoring measures correctly to monitor the progress of the learners as the participant provides training to other participants in their SAU</li> <li>k) Identify needs and apply appropriate intervention strategies to meet the learning needs of the participants</li> <li>l) Adjust practice or delivery to their audience/recipients (learners).</li> </ul>	2
B(4) Training	Outcome data collected and analyzed (pre and post testing) of	Describes how these data are used to make appropriate changes to	Currently, state and local professional development data are collected for individual events. All Maine SPDG secondary transition activities will use outcome data from each PD event to adjust ongoing and future professional	2

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	participant knowledge and skills (NIRN)	the training and to provide further supports through coaching	development trainings and determine the need for additional modifications or supports. Collected data from pre-training and post-training surveys, evaluations and comments will be provided as feedback to trainers.	
B(5) Training	Trainers are trained, coached, and observed. Data are used to improve trainer skills and the content of trainings (NIRN)	Describes how fidelity measures are collected and analyzed related to training (e.g. schedule, content, processes, qualification of trainers) Describes how fidelity measures are used to work with trainers (NIRN) Describes how participant feedback is used to improve trainer skills and revise the training content	The Maine SPDG secondary transition trainer will be an experienced educator who is knowledgeable and practiced in post-secondary transition planning for students with disabilities, and knowledgeable about the learning needs of adult learners, and who will provide content that is evidence-based and specific to secondary transition as stipulated by evidence-based practices. Each trainer will be trained, supported, and monitored by the Maine SPDG coordinator, and observed by local SAU representatives, and will be provided feedback to improve and adjust training effectiveness.	2
C(1) Coaching	Accountability for development and monitoring of quality and timeliness of coaching services is clear (e.g. lead person designated and supported) and this includes using data to give feedback to coaches (NIRN)	Provides a description of responsibilities for the person in charge of coaching and who this person is. Description of how implementation and outcomes data are used to modify coaching strategies Description of supports that are provided to coaches as a result of having these data	The Maine SPDG coordinator will provide training and oversight for each Maine SPDG secondary transition trainer and the local special education administrator who will oversee secondary transition planning at the local level. Oversight responsibilities include trainings, coordination, and scheduling of training and quarterly progress monitoring meetings. Training will be related to the secondary transition initiative and specific to activities related to training skill, techniques, content, audience, coaching and on-going technical assistance based on evidence-based practices. In conjunction with the Maine SPDG Advisory Committee, the Maine SPDG coordinator and Maine's SES Director will create and design trainer/leader/coaching rubrics. These scoring rubrics will be used as monitoring tools by the Maine SPDG coordinator and Maine's SES Director for GSST compliance monitoring, overseeing SAUs, and individual PD participants. It will provide consistent and ongoing monitoring and will be used to provide feedback to the trainer/leader/coach for improved performance and implementation outcomes.	2

<b>Prof Dev Domain</b>	<b>Prof Dev Component</b>	<b>Specifications</b> <i>(Further guidance regarding what these components might look like)</i>	<b>Project Description of Related Activities (please note if you are attaching documents)</b>	<b>Project's self rating</b>
C(2) Coaching	Coaches use multiple sources of information in order to provide assistive feedback to those being coached and also provide appropriate instruction or modeling.	Describes the coaching strategies used and their appropriateness for use with adults (i.e., evidence provided for coaching strategies). . (LF) Describe how coaches monitor implementation progress Describe how coaches help sustain continuous improvement.	Secondary transition trainers/leaders will use behaviorally focused feedback to assist PD practitioners to practice, interpret, and use feedback to make a strong link between performance improvement and desired outcome. Trainers/leader/coaches will provide modeling to practitioners of evidence-based practices that are being initiated and ensure consistency in statewide delivery. They will provide opportunity for discussion of challenges, barriers, and unintended consequences when implementing designated practices. Practitioners will be asked to evaluate, and collect data on their implementation of the secondary transition practices. The trainer/leader/coach will meet on a quarterly basis with Maine SPDG targeted SAU stakeholders to discuss identified barriers to implementation, including implementer's and recipient's perceptions of factors undermining the fidelity, delivery, ownership and realization of the desired outcomes for children with disabilities requiring secondary transition planning.	1
D(1) Performance Assessment (Data-based Decision Making)	Accountability for fidelity measurement and reporting system is clear (e.g., lead person designated and supported) (NIRN)	Role/job description provided Describe how fidelity measures are compared with outcomes, are available on a regular basis, and are used for decision-making (NIRN) Describe how steps are taken by the appropriate person (administrator, trainer, coach) to meet PD participants' needs	The Maine SPDG secondary transition initiative targeted SAUs will have a designated implementation team of at least two people who will ensure effective implementation of the secondary transition Maine SPDG PD activities and desired outcomes. Each role will be defined. The team will use gathered data to monitor alignment of practices with compliance measurements and desired outcomes, address barriers that impede effective implementation, provide resources, and meet on a monthly basis with the trainer/leader/coach. Each secondary transition SAU-level team will meet on a quarterly basis with the Maine SPDG trainer/leader/coach to report on progress and barriers to implementation or sooner if problematic issues arise requiring immediate attention/action.	1
D(2) Performance Assessment	Data are used to make decisions at all education levels (SEA, regional, LEA, school)	Describe feedback system for decision-making to ensure continuous academic and behavioral growth	The Maine SPDG targeted SAU, regional group, and/or SPDG secondary transition trainer/leader/coach along with the Maine SPDG coordinator will collect and analyze data at least three times per year to discuss barriers to and strategies for continuous improvement in state and federal compliance, progress for children in secondary transition, and desired outcomes. The yet-to-be	1

Prof Dev Domain	Prof Dev Component	Specifications (Further guidance regarding what these components might look like)	Project Description of Related Activities (please note if you are attaching documents)	Project's self rating
		for all students.	developed secondary transition evidence-based practices implementation rubric will be used to provide feedback for decision making to ensure continuous improvement and growth for all practitioners.	
D(3) Performance Assessment	Implementation and student outcome data are shared regularly w/ stakeholders at multiple levels (SEA, regional, local, individual, community, other agencies). (NIRN)	Describe the following (at least 2 of the following): How schools/districts plan for proactive staff orientation to the process and procedures Use of Appropriate Data Sources (e.g. for competency - observation) (NIRN) Use of multiple sources of information to guide improvement and demonstrate its impact. (LF) Prepares educators to apply research to decision making. (LF)	Maine SPDG secondary transition evidence-based practices data will be collected and shared with all implementation participants, secondary transition PD targeted SAUs, the Maine SPDG Advisory Committee, and MDOE Special Services Personnel; and they will be compared with the yet-to-be developed secondary transition evidence-based practices implementation rubric. Secondary transition initiative targeted Maine SPDG PD practitioners will establish a baseline of practice/compliance with a defined desired outcome that will be followed up with targeted professional development, coaching and/or technical assistance and ongoing performance monitoring.	1
D(4) Performance Assessment	Goals are created with benchmarks for implementation and student outcome data, and plans are in place to share and celebrate successes. (NIRN)	Describe how fidelity data over time informs modifications to implementation drivers (e.g. how can Selection, Training, and Coaching better support high fidelity) (NIRN) Uses disaggregated student data to	Evidence-based practice protocols describing strategic interventions/practices will be used to compare disaggregated participant data outcome with trainer/leader/coach input to determine adjustments/modifications for implementation. Maine SPDG targeted SAU secondary transition implementation teams will use data to monitor practitioner's compliance and implementation progress towards the yet-to-be developed secondary transition evidence-based practices implementation rubric benchmark goals. Maine SPDG secondary transition data gathering meetings will take place bi-monthly to review, analyze and discuss progress towards desired outcomes.	1

<b>Prof Dev Domain</b>	<b>Prof Dev Component</b>	<b>Specifications</b> <i>(Further guidance regarding what these components might look like)</i>	<b>Project Description of Related Activities (please note if you are attaching documents)</b>	<b>Project's self rating</b>
		determine adult learning priorities, monitor progress, and help sustain continuous improvement. (LF) Describe positive recognition processes in place for participation		
D(5) Performance Assessment	Participants are instructed in how to provide data to the SPDG Project	Procedures described for data collection Guidance provided to schools/districts shared	Maine SPDG secondary transition PD targeted SAUs responsible for data input, compliance, implementation or progress data will be provided a workshop on how to collect and input data and given contact information for ongoing technical assistance. Guidance for reporting data will be provided on the Maine SPDG website for targeted and statewide stakeholders.	1
E(1) Facilitative Administrative Support / Systems Intervention	Administrators are trained appropriately on the SPDG-supported practices and have knowledge of how to support its implementation	Role/job description relative to program implementation provided Describe how steps are taken by the appropriate person (administrator, trainer, coach) to meet PD participants' needs	Maine SPDG targeted SAUs secondary transition practitioners and special education administrators will be provided an overview of the Maine SPDG secondary transition initiative and the roles and responsibilities of the stakeholders. Administrators will be asked to take part in and provide full support for implementation of the Maine SPDG secondary transition evidence-based practices supported PD activities. The administrators' roles and responsibilities will be clearly defined and a written description will be provided to each affected targeted SAU's administrator.	1
E(2) Facilitative Administrative Support / Systems Intervention	Leadership analyzes feedback from staff and makes changes to alleviate barriers and facilitate implementation, including revising policies and procedures to support new way of work.	Describe processes for collecting, analyzing and utilizing student and teacher data to recognize barriers to implementation success. Describe processes for revising policies and procedures to support new way of work.	Maine SPDG targeted secondary transition PD SAUs will utilize data to monitor participant progress toward "desired outcome" benchmark goals. Maine SPDG Targeted secondary transition PD SAUs' Implementation Team, Special Education Administrator and Maine SPDG Trainer/leader/coach will convene bi-monthly to review progress and to uncover any perceived barriers to successful compliance/practice outcomes. Quarterly Maine SPDG trainer/leader/coach and SPDG coordinator team meetings will be held to review and discuss individual secondary transition PD targeted SAU compliance/practice progress. Continuous feedback will be provided to the targeted SAU and the state level stakeholders via the Maine SPDG secondary transition trainer/leader/coach.	1

**Maine Department of Education  
State Personnel Development Grant 2011  
Annual Report**

<b>Date</b>	<b>Goal/Administrative Management</b>	<b>Activity</b>	<b>Partners</b>
October 12 & 26, 2011 November 9 & 23, 2011 December 14 & 28, 2011 January 4 & 18, 2012 February 8 & 22, 2012	Administrative Management Team	Bi-monthly Meetings	MDOE/External Evaluator (CRE)
January 25, 2012	All goals	Methodology, Management Plan	MDOE
February 14, 2012	Advisory Committee All goals	Quarterly meeting	IHEs, MDOE, DVR, SAUs, MPF, MADSEC, CRE, DBVI, CDS
January 24, 2012 February 23, 2012	Goal 1 IHE: Increase the percentages of highly qualified special education teachers and related services personnel employed in the State.	Meetings, Work Sessions	IHEs, DOE, SAUs, DBVI, IRIS, CDS, UME, MADSEC
	Goal 2 LRE: Increase the percentages of SAUs that improve Least Restrictive Environment (LRE) rates for children, ages three-20, and the progress of children with disabilities in the general curriculum.	Planning Session	Data Partnerships, MDOE, MADSEC
February 21, 2012	Goal 3 CCSS (ELA & Math): Increase educators' knowledge and instructional usage of the Common Core State Standards (CCSS) in English-language arts and mathematics for children with disabilities	Task force, resources, materials, data collection, monitoring systems, Common Core,	MDOE, SAU's, MADSEC
November 29, 2011 February 8, 2012	Goal 4: Increase the percentages of children, age's birth-two, receiving timely, evidence-based early intervention services in their natural environments by	Strategies/Development of PD Plan	CDS

	qualified personnel. 4.1, 4.2		
February 15, 2012	Goal 5 Effective Transition Planning: Increase the percentages of SAU special education and related services personnel who can develop and implement effective, compliant transition plans and activities within timelines.	Work Sessions, Strategic Planning, Data Tracking, Targeted Plans, Self-Assessment of Effectiveness	CDS, MDOE, DVR, SAU's, ME, MPF, Special Purpose Private Schools